

Rice Creek Elementary

4751 Hard Scrabble Road
Columbia, SC 29229

Grades	PK-5 Elementary School	
Enrollment	970 Students	
Principal	Christopher L. Seay	803-699-2900
Superintendent	Dr. Stephen W. Hefner	803-787-1910
Board Chair	William Flemming, Jr., DMD	803-736-0015

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	35	8	0	1

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Excellent	Good	Yes
2004	Good	Below Average	Yes
2005	Good	Good	Yes
2006	Good	Below Average	No

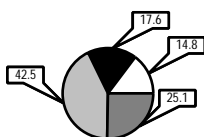
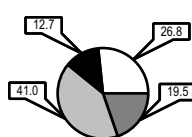
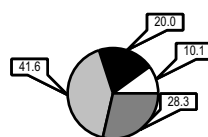
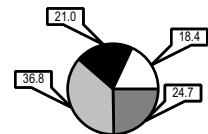
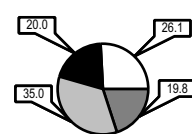
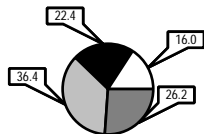
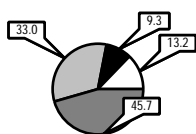
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

87.7%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	531	99.6	10.8	34.5	47.5	7.2	66.1	Yes	Yes
Gender									
Male	265	99.6	15.7	40.9	39.1	4.3	55.7	N/A	N/A
Female	266	99.6	5.9	28.3	55.7	10.1	76.4	N/A	N/A
Racial/Ethnic Group									
White	136	100.0	5.6	22.6	60.5	11.3	82.3	Yes	Yes
African American	346	99.4	13.5	39.7	41.9	4.8	58.4	Yes	Yes
Asian/Pacific Islander	20	100.0	6.3	31.3	43.8	18.8	68.8	I/S	I/S
Hispanic	21	100.0	5.9	29.4	52.9	11.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	466	99.8	7.3	34.7	50.7	7.3	70.1	N/A	N/A
Disabled	65	98.5	35.0	33.3	25.0	6.7	38.3	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	531	99.6	10.8	34.5	47.5	7.2	66.1	N/A	N/A
English Proficiency									
Limited English Proficient	24	100.0	10.0	30.0	45.0	15.0	80.0	I/S	I/S
Non-Limited English Proficient	507	99.6	10.8	34.7	47.6	6.9	65.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	165	98.8	17.1	41.1	39.0	2.7	56.2	Yes	Yes
Full-pay meals	366	100.0	8.0	31.6	51.2	9.2	70.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	531	99.8	15.6	42.1	24.7	17.5	57.5	Yes	Yes
Gender									
Male	265	100.0	19.1	41.9	22.0	16.9	55.5	N/A	N/A
Female	266	99.6	12.2	42.2	27.4	18.1	59.5	N/A	N/A
Racial/Ethnic Group									
White	136	100.0	8.1	25.0	34.7	32.3	80.6	Yes	Yes
African American	346	99.7	19.9	51.1	18.6	10.3	46.0	Yes	Yes
Asian/Pacific Islander	20	100.0	0.0	18.8	37.5	43.8	87.5	I/S	I/S
Hispanic	21	100.0	11.8	29.4	47.1	11.8	64.7	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	466	100.0	11.1	43.8	26.4	18.6	61.5	N/A	N/A
Disabled	65	98.5	46.7	30.0	13.3	10.0	30.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	531	99.8	15.6	42.1	24.7	17.5	57.5	N/A	N/A
English Proficiency									
Limited English Proficient	24	100.0	10.0	25.0	35.0	30.0	80.0	I/S	I/S
Non-Limited English Proficient	507	99.8	15.9	42.8	24.3	17.0	56.5	N/A	N/A
Socio-Economic Status									
Subsidized meals	165	99.4	25.2	41.5	23.8	9.5	44.2	Yes	Yes
Full-pay meals	366	100.0	11.3	42.3	25.2	21.2	63.5	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	531	99.8	26.4	40.2	20.1	13.3	33.4
Gender							
Male	265	100.0	26.3	36.9	23.3	13.6	36.9
Female	266	99.6	26.6	43.5	16.9	13.1	30.0
Racial/Ethnic Group							
White	136	100.0	12.9	31.5	26.6	29.0	55.6
African American	346	99.7	32.8	43.1	16.7	7.4	24.1
Asian/Pacific Islander	20	100.0	12.5	43.8	37.5	6.3	43.8
Hispanic	21	100.0	23.5	52.9	17.6	5.9	23.5
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	466	100.0	24.2	41.9	20.3	13.6	33.9
Disabled	65	98.5	41.7	28.3	18.3	11.7	30.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	531	99.8	26.4	40.2	20.1	13.3	33.4
English Proficiency							
Limited English Proficient	24	100.0	15.0	50.0	25.0	10.0	35.0
Non-Limited English Proficient	507	99.8	26.9	39.7	19.9	13.5	33.3
Socio-Economic Status							
Subsidized meals	165	99.4	36.7	41.5	14.3	7.5	21.8
Full-pay meals	366	100.0	21.8	39.6	22.7	16.0	38.7

Social Studies							
All Students	531	99.8	10.1	41.2	28.8	19.9	48.6
Gender							
Male	265	100.0	11.4	40.3	27.1	21.2	48.3
Female	266	99.6	8.9	42.2	30.4	18.6	48.9
Racial/Ethnic Group							
White	136	100.0	5.6	31.5	30.6	32.3	62.9
African American	346	99.7	12.9	45.3	28.0	13.8	41.8
Asian/Pacific Islander	20	100.0	0.0	37.5	18.8	43.8	62.5
Hispanic	21	100.0	5.9	35.3	41.2	17.6	58.8
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	466	100.0	8.0	41.2	29.3	21.5	50.8
Disabled	65	98.5	25.0	41.7	25.0	8.3	33.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	531	99.8	10.1	41.2	28.8	19.9	48.6
English Proficiency							
Limited English Proficient	24	100.0	0.0	40.0	25.0	35.0	60.0
Non-Limited English Proficient	507	99.8	10.6	41.3	28.9	19.2	48.1
Socio-Economic Status							
Subsidized meals	165	99.4	19.0	44.2	24.5	12.2	36.7
Full-pay meals	366	100.0	6.1	39.9	30.7	23.3	54.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	166	100.0	6.0	21.6	63.4	9.0	72.4
	4	159	100.0	9.0	39.6	48.6	2.8	51.4
	5	168	100.0	12.0	42.0	42.0	4.0	46.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	167	100.0	10.7	28.9	49.7	10.7	60.4
	4	184	100.0	12.8	29.9	50.0	7.3	57.3
	5	180	98.9	8.8	44.7	42.8	3.8	46.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	166	100.0	13.4	60.4	20.1	6.0	26.1
	4	159	100.0	11.8	41.0	26.4	20.8	47.2
	5	168	100.0	10.0	40.7	22.7	26.7	49.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	167	100.0	13.4	47.0	28.2	11.4	39.6
	4	184	100.0	17.1	36.0	26.8	20.1	47.0
	5	180	99.4	16.3	43.8	19.4	20.6	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	166	100.0	18.7	52.2	21.6	7.5	29.1
	4	159	100.0	25.0	41.0	22.2	11.8	34.0
	5	167	100.0	13.4	34.2	22.8	29.5	52.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	167	100.0	32.2	41.6	18.8	7.4	26.2
	4	184	100.0	24.4	34.1	28.0	13.4	41.5
	5	180	99.4	23.1	45.0	13.1	18.8	31.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	166	100.0	6.7	50.0	25.4	17.9	43.3
	4	159	100.0	8.3	44.4	30.6	16.7	47.2
	5	167	100.0	10.7	38.9	25.5	24.8	50.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	167	100.0	10.7	32.9	40.9	15.4	56.4
	4	184	100.0	9.1	43.3	22.6	25.0	47.6
	5	180	99.4	10.6	46.9	23.8	18.8	42.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 970)				
First graders who attended full-day kindergarten	89.0%	Up from 88.8%	100.0%	100.0%
Retention rate	0.6%	Down from 1.6%	1.7%	2.8%
Attendance rate	97.3%	Up from 97.1%	96.9%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.2%	Up from 0.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.2%	Up from 0.0%	0.0%	0.0%
Eligible for gifted and talented	16.3%	Down from 22.7%	19.5%	10.4%
On academic plans	22.3%	N/AV	23.8%	33.6%
On academic probation	0.0%	N/AV	1.1%	1.0%
With disabilities other than speech	6.5%	Down from 7.4%	6.1%	7.5%
Older than usual for grade	0.3%	Down from 0.7%	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 70)				
Teachers with advanced degrees	68.6%	Up from 67.2%	55.8%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	1.1%	N/A	1.8%	2.4%
Teachers with emergency or provisional certificates	1.8%	Down from 2.0%	0.0%	0.0%
Teachers returning from previous year	88.4%	Up from 80.6%	89.1%	87.3%
Teacher attendance rate	94.3%	Down from 94.8%	95.1%	94.9%
Average teacher salary	\$40,835	Down 0.7%	\$43,217	\$42,485
Prof. development days/teacher	12.2 days	Down from 13.9 days	11.7 days	13.3 days
School				
Principal's years at school	1.0	Down from 7.5	4.5	4.0
Student-teacher ratio in core subjects	19.1 to 1	Down from 22.0 to 1	20.0 to 1	18.6 to 1
Prime instructional time	90.3%	Up from 89.7%	90.5%	89.7%
Dollars spent per pupil*	\$5,366	Down 7.9%	\$5,936	\$6,557
Percent of expenditures for teacher salaries*	73.4%	Up from 71.6%	66.2%	64.0%
Percent of expenditures for instruction*	76.0%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.9%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.1%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Rice Creek is a learning community that has just completed its thirteenth year. These years have been filled with growth, challenges, and achievements such as National Blue Ribbon School of Excellence, National Blue Ribbon Special Emphasis Award for Technology, Exemplary Writing Award and Hall of Fame, Red Carpet Award, and becoming a Flagship School of Promise. Most recently Rice Creek has received both the Palmetto Silver and Palmetto Gold Awards for the highest level of student academic achievement. We continue to meet twenty-one out of twenty-one objectives that are defined by the U.S. Department of Education for Adequate Yearly Progress. These objectives include those for all students and for all subgroups. This year we were recognized by the state's Education Oversight Committee as a school who is closing the gap for historically underachieving student groups. These awards and honors are the results of the dedication and commitment to success by all of our students, parents, faculty and staff, businesses, and community stakeholders. Together we work diligently to align our goals and to provide a safe and supportive learning environment that empowers our students to become successful in both the classroom and in life.

Test scores alone cannot depict the exemplary efforts and achievements of our students.

Our children model diversity, democracy, and citizenship through foreign language, service learning, and character education. Rice Creek's PACT results remain admirable and well above state averages. We have continually shown improvements in English/Language Arts, Math, Science, and Social Studies. Strategies such as Math SuperStars, 6-Trait Writing, and setting individual academic goals challenge all learners at all levels. The use of flexible grouping, classes with our reading interventionist, before-school programs, and summer school help to address specific learning needs for each student. We will continue to work to advance each student up to the next category of Basic, Proficient, or Advanced as we help them achieve academic excellence. In an effort to work continuously to improve student weaknesses, we have implemented the Northwest Evaluation Association's Measures of Academic Progress (MAP) test. This test allows us to get a diagnostic view of each student and allows us to create an individualized education plan for each student.

At Rice Creek, we firmly believe that it is our responsibility to provide our students with the best possible learning environment and that we are charged with creating the leaders for tomorrow. Henrick Ibsen once stated, "A community is like a ship; everyone ought to be prepared to take the helm." Rice Creek has a nautical theme and the slogan, "Navigating a Course Through Our World." Together these two statements remind us that if we are going to be successful in the future, we must begin by teaching our students to learn and then we must teach them to take the helm and to lead.

Christopher L. Seay, Principal
Lisa McDowell, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	62	168	147
Percent satisfied with learning environment	98.4%	87.3%	93.6%
Percent satisfied with social and physical environment	98.4%	84.2%	91.7%
Percent satisfied with school-home relations	93.5%	89.8%	89.7%

*Only students at the highest elementary school grade level at this school and their parents were included.